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ONTARIO

Department of Education

Courses of Study

Grade X

LATIN

Issued by Authority of
The Minister of Education

COURSES OF STUDY

FOR

Grade X (Form II Lower School and Fifth Classes)

IN

Collegiate Institutes, High, Vocational and Continuation Schools
and Public and Separate Schools

LATIN

Aims of the Course in Grades X, XI, XII.

1. To communicate as quickly as possible the power to read with enjoyment Latin prose and poetry of average difficulty.
2. To demonstrate (a) the contribution of Latin grammar and vocabulary to the English language, (b) the influence of Latin literature and classical mythology in English literature.
3. The present Roman life and thought in the light of their contribution to modern civilization.

With these aims in view it is suggested:

1. That increased emphasis be placed upon the development of the pupil's ability to read at sight classical prose and poetry of average difficulty.
2. That the writing of Latin prose composition in Grades X, XI and XII be considered a means to the attainment of proficiency in sight reading and not as an end in itself, and that it be limited to the writing of sentences.
3. That throughout the course the contribution of Latin to English be stressed.

At the end of Grade XII the pupil should have acquired an interest in classical life and letters, an increased facility and precision in the use of English and a livelier appreciation of the continuity of history.

NOTE: For the benefit of students who may wish to take the leaving certificate at the end of Grade X, an attempt should be made to give the first year of the Latin course an independent value, particularly with regard to the second and third aims listed above.

OUTLINE OF COURSE

Grade X

Until such time as a text-book in Latin can be issued which will be more in keeping with the aims and content of the course, a pamphlet prepared by the Department of Education will be available for the guidance of teachers of Latin, to enable them to correlate the present text-book with the new course of study.

It is of vital importance to the teaching of Latin that reading be given its proper place. In no circumstances should teachers neglect this phase of the work in their desire to cover the course. During the school year 1938-39 the reading lessons in the present text-book should be covered, but these should be supplemented by other material as outlined in the pamphlet.

It is essential that the interest of the pupils be secured at the beginning of the course and maintained throughout. To this end oral work in the classroom should receive much greater emphasis than it has in the past.

The course of study for Grade X has been divided into three sections, and should be preceded by introductory lessons on why Latin is studied and how Latin should be studied.

Part I

Forms:

Nouns of the first and second declensions—all cases (including masculines in -er and neuters in -um).

Adjectives of the first and second declensions (complete paradigms).

Present indicative active and present infinitive active of regular conjugations (including -io verbs of the third) and of sum.

Present imperative active, second person, of the above verbs.

Constructions:

Word order.

Subject, predicate, object.

Possessive and partitive genitive.

Indirect object.

Ablative of means.

The use of in, ad, ab, ex, and cum.

Questions with interrogative adverbs and -ne.

General:

- (a) The rules of pronunciation should be presented gradually, as required. Exercises, both oral and written, to indicate the accented syllable should be given from time to time.
- (b) Frequent reference should be made to examples of cognates and derivatives in English.
- (c) Interesting information should be presented about Roman life. Wherever possible this information should be based on words introduced in the vocabularies, such as vir, puer, servus, deus, templum, via, porta, etc.
- (d) The pamphlet should be consulted for information on regular and revision exercises.

Section II

In the order of presentation this section falls naturally into two parts. The subdivision, however, is not intended as a rigid prescription.

Forms and Constructions:

PART I

Nouns of the third declension—consonant stems.

Perfect and imperfect indicative active of all conjugations.

Perfect passive participle and perfect indicative passive of all conjugations.

Principal parts (including the supine as the fourth part).

Ablative of agent.

Temporal clauses with ubi, postquam, simul atque, antequam and priusquam.

Dum with the present indicative.

PART II

Nouns of the third declension—i stems.

Adjectives of the third declension—i stems.

Ego, tu, nos, vos.

Pluperfect indicative active and passive of all conjugations.

Irregular verbs sum, possum, eo, in tenses already taught.

Negative commands with noli and nolite.

Questions with nonne and num and quis.

General:

The pamphlet should be consulted for information on regular and revision exercises. In addition to this the teacher of Latin should find suitable reading material dealing with Roman legends and mythology.

Section III

Forms and Constructions:

Nouns of the fourth and fifth declension.

Future and future perfect indicative active of all regular conjugations and of irregular verbs already introduced. Si, nisi cum with the future and future perfect indicative active.

Present, imperfect, future and future perfect indicative passive of all regular conjugations.

Cardinal numerals, unus to viginti, ordinal numerals primus to decimus: declension of unus, duo, tres, mille, milia.

Declension of the nine irregular adjectives—alius, etc.

Expressions of time and space.

Is both as pronoun and as adjective.

General:

As in Section II the pamphlet should be consulted for information on regular and revision exercises. The reading previously begun should be continued and extended in this part of the course.